

Headteachers' Update

The 5 O'Clock Update For Schools

DfE Updates

[PE and sport premium for primary schools](#)

Page summary: How much PE and sport premium funding schools receive and advice on how it should be spent.

Change made: Updated information about any PE and sport premium carried forward from the 2019 to 2020 academic year. The deadline to spend carried forward funding is now the end of the 2020 to 2021 academic year.

[Teaching about relationships, sex and health](#)

Page summary: Support and training materials for schools to help train teachers on relationships, sex and health education.

Change made: Added a link to the being safe training module which we've now published. We have also added a training module on teaching RSHE to pupils with SEND.

Other Updates

Finance Claim Form From NCC For Covid-Related Staff Absence Costs

On 18 March, your school/academy will receive a Finance Claim form from NCC to enable your school/academy to claim costs for COVID-related staff absences for the periods March to October 2020 and January to March 2021 - this form follows on from the finance questionnaire sent out by NCC recently. **THE DEADLINE FOR SUBMISSION OF THE CLAIM FORM IS MIDDAY FRIDAY 26 MARCH.** Therefore, please arrange for this form to be completed by the deadline to ensure that your school/academy receives funding for the costs claimed.

DfE have contacted schools separately with information on how to claim for COVID-related staff absences for **November and December 2020**, therefore costs for COVID related staff absences during these months will not be supported by NCC. Should Government decide at a later date to support COVID related staff absence costs during March to October 2020 and January to March 2021, NCC will make arrangements to reclaim these costs back from your school or academy.

An Offer from Sunderland University ITT for Secondary/High Schools

With pupils returning to onsite learning, Sunderland University are eager to support schools and their pupils with the transition back to school. Following DfE guidance, they have developed a range of flexible placement opportunities which schools may choose to utilise:

Twin Tutoring:

In this option, trainees are paired up within their specialisms to work with pupils on either a 1-1 or small group basis where they can work to provide additional support or tuition to a range of learners remotely or face to face. Schools might find this type of support useful for pupils who have struggled to engage throughout the remote working period or are lacking depth to their work/assessments or have developed a gap in their learning due to the disruption of the pandemic. Trainees can be used to provide some subject specific intensive support or catch up intervention and assessment to support with information gathering for any centre assessed grade requirements. This could be run across the whole school for pupils studying any of the following subjects: Business, History, Science, R.E, English, Maths and Computer Science.

Continued support with remote learning:

As we continue to work within the pandemic and pupils returning to on site learning, we are well aware of the continued disruption teachers and pupils may face within their studies. Alongside DfE guidelines, Sunderland University have moved to a flexible placement model where trainees gather evidence of their teaching experience against the Teacher Standards as opposed to the more traditional number of days in school assessment. With the return of pupils to onsite learning, we may continue to experience collapsed class bubbles and/or individual isolation instances for pupils. The University are able to offer schools trainees to support with this and ensure those who are learning at home are able to continue learning with as little disruption as possible. Trainees can provide the remote teaching and learning so teachers are able to focus on the pupils in the classroom or vice versa. This will support their trainees to gather evidence across their teaching standards and also allow an opportunity for your pupils to maintain continuity in their learning.

3 week Placements:

Trainee teachers can also come in on short term placements (either as an individual or paired trainee placement) which builds on their teaching experience over a shorter placement window. The trainees would start with observations and then progress to independent delivery throughout the 3 week period. During this period, the trainees can be tasked with lesson and resource planning and will have at least one formal observation by their mentor at school during this time. Should schools opt for this provision, there is also a financial support package available. The University have also developed a support package with this which embeds mentoring/coaching support for school staff who feel they would like some additional guidance within their role as a trainee mentor and this runs as a free CPD option for schools.

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